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ABSTRACT

This publication is one of five training manuals that present plans and materials for use in instructing school administrators in some of the concepts, principles, and techniques of educational management. They were developed as part of the Educational Management Project for presentation at weekly inservice meetings for administrators in the Tucson Public Schools in 1973-74. Altogether, the five manuals contain outlines and instructional materials for 15 inservice training sessions; this particular booklet deals with sessions 11 and 12, which focus on management goals and objectives. The set of materials for each session includes (1) an instructor's guide and a list of the performance objectives for that session, (2) participant handouts for use as reference material during and after the session, (3) participant worksheets for illustrating or practicing skills introduced during the session, and (4) a posttest for determining whether the participants met the session's objectives. The sessions may be conducted separately as topical workshops or together as a comprehensive one-semester inservice course. (Author/JG)

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EDUCATIONAL MANAGEMENT

AN INSERVICE TRAINING MANUAL FOR EDUCATIONAL ADMINISTRATORS

PART III

GOALS AND OBJECTIVES

Management Study Group Sessions 11, 12

Produced by
The Educational Management Project
E.S.E.A. Title III
Tucson Public Schools
Tucson, Arizona
June, 1974

EA 008 064

TO THE PROSPECTIVE INSTRUCTOR:

These materials are part of a set of 17 sessions for instructing practicing school administrators in some of the concepts, principles and techniques of educational management. They were originally designed to be conducted at weekly inservice meetings for administrators in Tucson, Arizona during the 1973-74 school year.

To become familiar with the scope of educational management, an administrator should participate in all 17 sessions. However, if you are interested in introducing administrators to only certain aspects of the field, almost any session can be conducted as a unit.

Each set of session materials consists of these items:

1) An instructor's guide for conducting each session activity and a list of the performance objectives for that session
2) All participant handouts for use as reference material during and after the session
3) All participant worksheets for illustrating or practicing skills introduced during the session
4) A posttest for determining whether the participants met the session's objectives (which may also be administered as a pretest).

Each two-and-a-half-hour session was designed to be conducted in three parts:

1) Review of the previous session and informal conversation (15-45 minutes)
2) Administration of pretest for current session and posttest for previous session, discussion of posttest (15-30 minutes)
3) Session activities as described in the instructor's guide (up to 2 hours)

Most of the sessions, however, take longer to conduct than two and a half hours. Depending upon the administrators' level of interest and the degree of difficulty they have in understanding session topics, the total time needed can be as much as 5-6 hours. Be prepared to schedule a second meeting to complete each session.

Before you schedule and conduct any of the sessions, make sure you are prepared to lead the discussions and answer any questions raised by the administrators in the group. To help you do this, we have prepared a list of readings keyed to each session topic (or to sets of related topics). This annotated bibliography is available from the Project under the title of "Readings for the Preparation of the Study Group instructor".

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E.S.E.A. Title III
Tucson Public Schools

Management Study Group

Session 11

Relating Means to Ends

Objectives

After participating in this session's activities, at least 60 percent of the participants will:

1. Demonstrate a belief that in the future they will be more conscious of the relationship of means to ends in making decisions. When asked to compare their probable previous and future responses to a hypothetical decision-making situation, they will select those responses which indicate a change in a positive direction. (11)
2. Comprehend ends and means as the two major components of any plan to solve an identified educational problem. Given three sets of statements consisting of activity descriptions and outcome statements, they will be able to correctly distinguish them in all three cases. (15)
3. Comprehend ends and means as the two major components of any decision situation. Given a description of a hypothetical decision situation, they will be able to correctly identify each statement as to whether it describes current or desired ends or means in the situation being described. (15)

Activities for Part 3 of This Session

11-1. Review and Discussion of Decision Making (15 minutes)

Distribute Worksheet A for Session 11, "Things to Remember About Decision Making," and ask each participant to fill it out if he can, or find the appropriate handouts in his notebook from which to fill it in. (Handouts 2-1 and 3-1)

Ask alternate members of the group to briefly define what they understand to be the components of a decision situation and the five steps of the decision-making process. Ask them to describe in as much detail as possible the second step of the process, the Analysis and Definition of the Problem.

Announce to the group that, generally speaking, the analysis of a problem is the identification of the relationships between the ends and the means related to the problem area. In terms of the components of a decision situation, the "what is" and "what ought to be" components are "ends" components, while the "alternatives" component is a "means" component.

11-2. Introduction and Explanation of the Ends-Means Matrix (15 minutes)

Distribute Handout 11-1, "The Ends-Means Matrix for Analyzing Problems," and explain the correspondence of the decision-making components to the various sectors of the grid. Explain also what each sector represents and invite questions for clarification from the group. To help them clarify the distinction between means and ends in any given context, point out that ends do not consume time, but are the results of the expenditure of time. The consumption of resources itself is "activity" and is the means of achieving desired results.

Using a blank ends-means matrix on the blackboard, fill in the Ends-Ought sector with the words, "27 copies of the hot lunch menu for next week." In the Means-Is sector, write the words, "Typing the fifth copy of next week's hot lunch menu." Ask the group to suggest appropriate entries for the remaining two sectors of the matrix.

11-3. Illustration of the Ends-Means Distinction in the Educator's Language (15 minutes)

Divide the group into teams of two, and instruct every other team to write down as many words as they can think of that educators use to refer to different kinds of means. Ask the remaining teams to make lists of words educators use in referring to different kinds of ends. Give one or two examples of each so the participants understand that they are to list generic rather than specific names for ends and means. Tell the teams that the pair who develop the longest list in two minutes will be the winners of the game.

After the completion of this game, list the words generated by the teams on the board in two columns (ends and means), and discuss any differences of opinion about the classifications. Distribute Handout 11-2, "The Kinds of Plans Classified as Ends and Means." Explain to the group that the definitions of means are not as commonly known or as uniformly used as the definitions of ends, but that adopting a common language helps groups of people communicate more effectively when they are analyzing problems together.

11-4. Practice in Distinguishing Ends from Means (45-60 minutes)

Distribute copies of Worksheet B, "Problem Analysis Worksheet," to the participants. Ask each participant to read the situation described, fill in the Ends-Means Matrix provided, and answer the questions after each

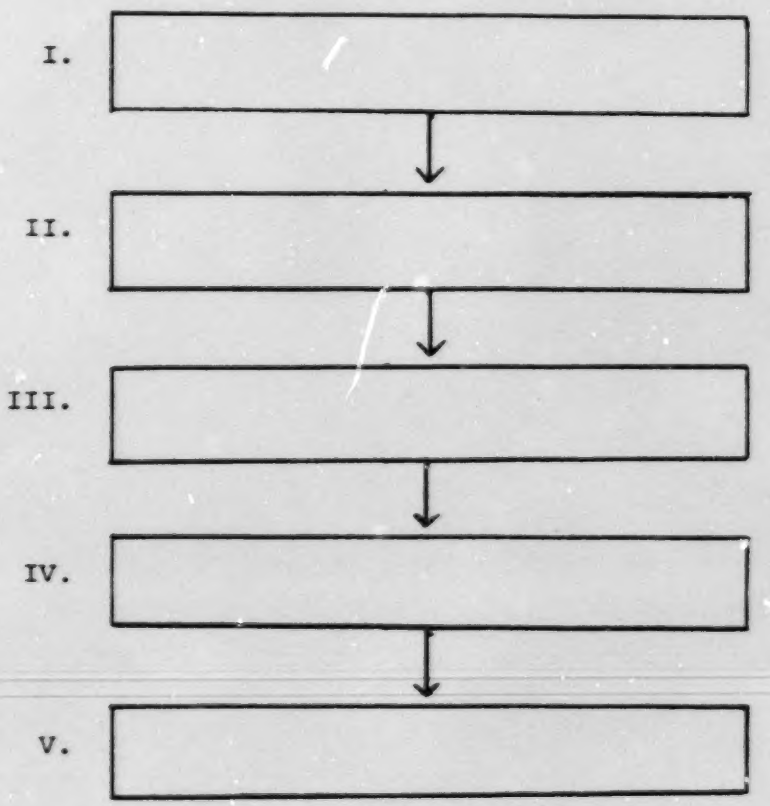
problem description. After five minutes, compare and discuss the participants' analyses. If time permits, ask the participants to analyze the second situation, this time working as pairs. Discuss the results of this exercise as well.

Ask the participants to suggest a problem area of concern to them, and have the group analyze it using the third Ends-Means Matrix on their worksheets. Pursue this analysis until the group can agree on a way of analyzing the situation.

THINGS TO REMEMBER ABOUT DECISION MAKING

The Components of a Decision Situation:

The Five Stages of the Decision-Making Process:



Worksheet A (Session 11)

1. Component of a Decision Situation:
   - What Is
   - What Ought To Be
   - Alternatives

2. The Five Stages of the Decision-Making Process:

   I. Awareness of Problem
   II. Analysis and Definition
   III. Creation of Alternatives
   IV. Verification and Selection
   V. Implementation

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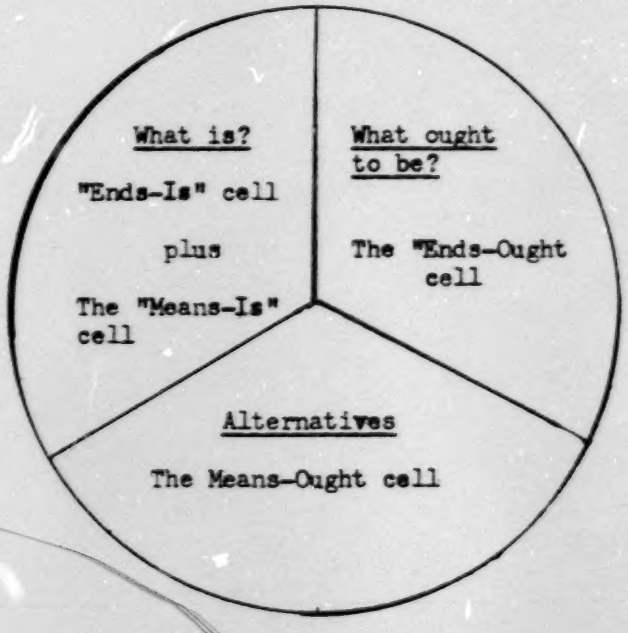
THE ENDS-MEANS MATRIX FOR ANALYZING PROBLEMS

	IS	OUGHT
ENDS ("Why?")	What results are we achieving now? ("What is?", Part 1)	What <u>results</u> should we be achieving? ("What ought to be?")
MEANS ("How?")	What are we <u>doing</u> that could account for these results? ("What is?", Part 2)	What should we <u>do</u> in order to achieve these desired results? ("Alternatives")

Use the matrix above to help you seek the most appropriate information for analyzing a problem. Use the matrix also to help you sort the information you already have and to identify what additional information you need.



The cells of the ends-means matrix correspond to the components of a decision situation as indicated above.

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Definitions of the Kinds of "Ends"

GOAL: A statement of a program's expected accomplishments, the ultimate end being sought from the aggregate of activities which constitute the program. In contrast to the objective, the goal is "abstract in content, broad in scope, long in range, and related closely to ultimate ends" (Institute for State Education Agency Planners, 1971, p. 10).

Example: Our purpose is to become more highly-skilled educational program managers.

OBJECTIVE: A specific statement of the intended accomplishment of an organization or any part of the organization over a specified period of time. It is the end to be accomplished as the result of a series of activities. The objective to be accomplished as the result of a particular set of instructional activities specifies in measurable terms who will learn, what they will learn, by what time they will have learned, and what evidence there will be that this specified learning has taken place. Objectives are also necessary for the activities of an educational organization which are not directly related to instruction. Such objectives do not specify student learning to be accomplished but instead specify (in measurable terms) the intended result or product of a set of non-instructional activities. (See Glossary for further discussion.)

Example: Given a well-written instructional objective, you will be able to identify the portion of it that defines minimum acceptable performance.

POLICY: Statements or understanding which guide or channel thinking in decision making (Cook, 1970, p. 20).

"They reflect and interpret objectives channel decisions to contribute to objectives, and thereby establish a framework for planning programs" (Koontz and O'Donnell, 1964, p. 158).

"Policies delimit an area within which a decision is to be made and assure that the decision will be consistent with and contributing to objectives. Policies tend to predecide issues, avoid repeated analysis and consideration of general courses of action, and give a unified structure to other types of plans, thus permitting managers to delegate authority while maintaining control" (Koontz and O'Donnell, 1964, p. 75).

Example: The board of trustees may authorize leaves of absence for administrative or teaching personnel when it deems such leaves of absence to be reasonable and for good cause and not detrimental to education within the district.

STRATEGY (METHOD): "A general program of action and deployment of emphasis and resources to attain comprehensive objectives" (Koontz and O'Donnell, p. 119). The strategy is the most general of the kinds of "means" which are considered in the planning process. Once goals and objectives (the "ends") have been determined, the next thing to do is to consider alternate strategies for accomplishing the goals and objectives. Two common examples of <u>teaching</u> strategies are the "lecture method" as opposed to the "discussion method."

Example: The Educational Management Project's general design is that of formal group instruction conducted concurrently with individual consultation in the practical application of management concepts and techniques.

PROCEDURE (PROCESS): A set of activities arranged in sequential order. Once a strategy has been selected, a step-by-step procedure can be developed for implementing the strategy. A procedure or process may include very general or very specific activities, but, general or specific, a procedure <u>must</u> establish a <u>sequence</u> of activities.

Example: Examine individual lesson plans; list kinds of materials needed for each plan; search for appropriate materials already developed; develop new materials if no appropriate ones exist; obtain approval from department head; prepare requisite number of sets or copies; check to make sure materials have been correctly reproduced.

ACTIVITY (TASK): The basic unit of a procedure or process. At any particular stage of the planning process, the task or activity is the unit of work most specifically defined. As planning proceeds, activities for accomplishing objectives are identified at successively lower levels of specificity, from the more general to the more specific.

Example: Prepare requisite number of sets or copies of instructional materials developed.

RULE (REGULATION): The simplest type of plan, a course of <u>required</u> action. A regulation requires that a specific and definite action be taken with respect to a situation. It differs from a procedure in that a regulation does not specify a time sequence. Procedures may incorporate regulations. Regulations are the same as rules (Koontz and O'Donnel, 1964, p. 77).

Example: Leaves of absence shall be limited to a period not to exceed one year.

BUDGET: "A statement of expected results expressed in numerical terms. It may be expressed in financial terms or in terms of man-hours, units of product, machine-hours, or any other numerically measurable term" (Koontz and O'Donnell, 1964, p. 77).

As a "statement of expected results," a budget is a plan. Generally speaking, a budget is not an adequate instrument for controlling the operation of a program by itself, but it is a very valuable instrument for control if accompanied by other types of plans such as objectives, policies, procedures, rules, programs and/or strategies.

A budget reflects plans in the sense that it establishes a standard for the expenditure of time and effort in the accomplishment of program objectives. In order to establish reasonable standards, the educational manager must first establish standards of performance for his program by formulating measurable objectives and selecting and defining the methods and procedures to be used in accomplishing these objectives.

Example: Preparation of instructional materials for the 1972-73 instructional program: Three teachers for 4 days each at $35.00 per day, two clerical aides for 32 hours each at $2.25 per hour.

THE KINDS OF PLANS
CLASSIFIED AS ENDS AND MEANS

ENDS	MEANS
GOALS	STRATEGIES (METHODS)
OBJECTIVES	PROCEDURES (PROCESSES)
POLICIES	ACTIVITIES (TASKS)
	RULES (REGULATIONS)
	BUDGET

Problem Analysis Worksheet

Directions: Read the following problem description. Then analyze the situation by identifying those aspects of the problem which fit into each of the four cells of the ends-means matrix. Write brief phrases in each of the blank cells to describe these different parts of the problem.

The Situation:

Phineas Krysis (who's principal of our favorite school, Blue River Elementary School), feels so pressured that he's considering going home early today just to escape having to look at his appointment calendar, the papers on his desk and the stack of phone messages. Instead of giving up, however, he heads for the playground, ostensibly to pick up any papers the students may have left behind, but actually just to get an opportunity to think about his problem without interruption.

"Committees!" he mutters. "I am a member of four different committees right now! I'm in so many meetings these days, I don't even get around to doing my 'homework' for them. The last two meetings I went to, I didn't even know what was going on. That was probably because I had spent so much time getting the presentation ready for that other committee meeting. That presentation could have been better, though, if I hadn't been involved in so many other things at the time. I really felt embarrassed; since I hadn't had time to do the research, I couldn't even answer their questions properly."

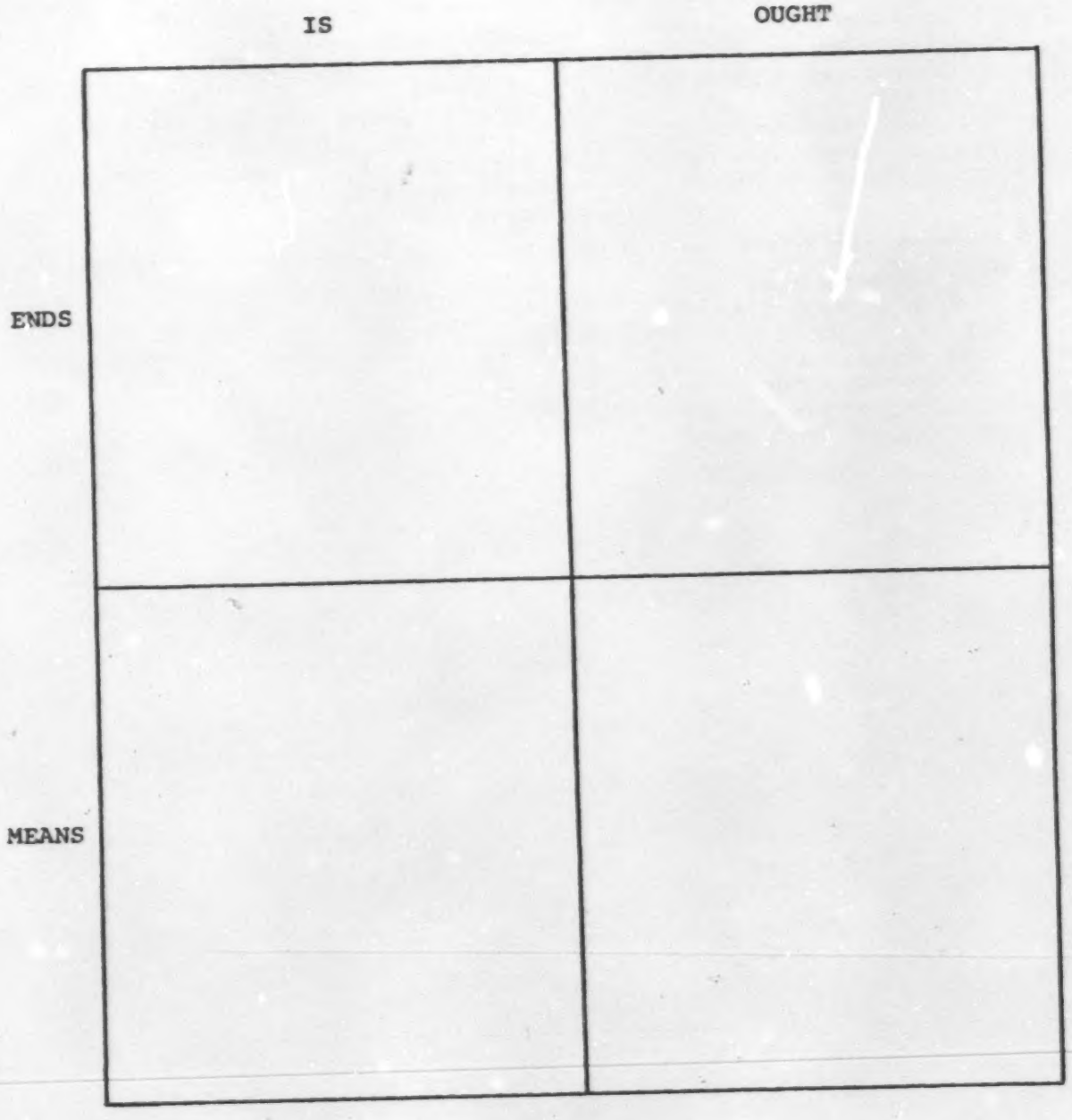
Phineas thought then about the two teachers who had come to see him two weeks ago about setting up an after-school recreation program. (In fact, this was the first time he'd thought about it since then.) What was the most important? Helping his teachers plan new programs or making some contribution to the even less immediate but more "important" problems his four committees were working on? With a sudden sense of guilt, he reminded himself that he hadn't called the "weekly" faculty meeting for three weeks. "I want the teachers here to generate new ideas and I want them to have a chance to work them out," Phineas thought to himself. "Their satisfaction with their work is important,...but the solution of those committee problems is important too."

Returning to his office, Phineas stopped at his secretary's desk. "Marge," he said, "please let the teachers know that there will be a faculty meeting next Tuesday after school." As Phineas turned to leave, Marge frowned and asked him in a cautious voice,

"Mr. Krysis, don't you want to get rid of all that wastepaper you have there?" Phineas looked at the assortment of sandwich wrappers and milk cartons in his hands as if they had appeared from nowhere. "Oh...oh, yes. Thanks, Marge."

	IS	OUGHT
ENDS		
MEANS		

Help Phineas analyze his problem a little more systematically by filling in the cells of the matrix with the facts given about each of the four aspects of the situation.


IS
OUGHT
ENDS
MEANS

Worksheet B (Session 11)

	IS	OUGHT
ENDS	Embarassment and little contribution to solution of long-range committee problems Delayed response to teacher ideas (possible frustration on their part)	Contribution to solution of long-range committee problems Work satisfaction for his teachers Opportunity for teachers to generate ideas and work on problems
MEANS	Attending so many meetings he has no time to prepare or call meetings of his own faculty Two teachers have proposed an after-school recreation program	(none mentioned)

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Session 11 Posttest

NAME:_____

DATE:_____

1. For each of the quotations given below, indicate whether the speaker is talking about an issue involving <u>means</u> or an issue involving <u>ends</u>. (Write "means" or "ends" in front of each statement.)

_____ "I think we'd be much better off if we adopted the Scott, Foresman textbook series. The Houghton Mifflin series seems awfully expensive."

_____ "Considering the likelihood of the U. S. Congress adopting the metric system of measurement, I think it is important for our students to acquire greater skill in the use of the metric system of measurement. I think it is important for our students to acquire greater skill in the use of the metric system than we have expected up until now."

_____ "In spite of the gasoline shortage, I think it's essential that we not cut down on the frequency with which we personally visit the schools in our area."

2. Read the situation described below and then answer the questions which follow.

(1) Only 7 parents came to the open house at school last night—what low interest parents must have in what we do here! (2) I sent the announcements of the open house home with the students two weeks ago, which should have been plenty of time for them to decide to come. (3) I was so careful to describe the program and tried to select those discussion topics I thought parents would be most interested in. (4) Only 7 parents! And <u>they</u> even looked bored! (5) If we had had at least 150 parents here, I would feel a lot better about how interested parents are in their children's education.

a. Which sentence(s) describe(s) the ends (results) this principal desired? (Give sentence number(s):_____

b. Which sentence(s) describe(s) what was actually done?_____

c. Which sentence(s) describe(s) the ends actually achieved?_____

d. Which sentence(s) describe(s) what could be done to achieve the desired results?_____

3. Assume you are a member of a committee of seven assigned the task of planning a summer workshop which is to be offered to the district's teachers on a voluntary basis. All seven of you have little trouble agreeing on the best time and place for the workshop and on the amount of salary credit your committee will request from the Board. When you start working on the selection of a workshop topic, however, the committee gets into a long discussion of the advantages and disadvantages of a wide range of possible topics. What eventually happens is that two members favor Topic X, two others favor Topic Y and the other two favor a third topic, Topic Z. You really can't make up your mind about which topic would be most appropriate. It crosses your mind that maybe none of these topics is the "best" one. <u>In order to decide, what question would you most likely ask yourself first in this situation</u>?

____"If we had time to poll the district's teachers, how many would prefer each of the three topics, X, Y and Z?"

____"Which member of the committee has presented the most convincing argument for selecting the topic he favors?"

____"What are the goals and objectives of this workshop, and which topic seems to be the best suited for achieving these desired results?"

____"Which topic would the teachers I have talked to recently prefer?"

____"Which of the topics suggested would I be most interested in personally?"

Scoring Key
Session 11 Posttest

1. a. Means
   b. Ends
   c. Means

2. a. 5
   b. 2,3
   c. 1,4
   d. (none)

3. Check "What are the goals and objectives of this workshop...."

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E.S.E.A. Title III
Tucson Public Schools

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Session 12

Goals and Objectives

Objectives

After participating in this session's activities, 60 percent of the participants will:

1. Be able to apply Mager's Goal Analysis Process (all five steps). Using a worksheet that will be provided, they will be able to analyze a goal of their own choosing through all five steps. Performance descriptions must contain the first three components of a performance objective. (17)
2. Be able to write a performance objective from a performance description, supplying all six components on a worksheet that is provided. (17)
3. Comprehend the program evaluation process. They will be able to explain the role of a performance objective in the means-end analysis process they studied in Session 11 or its role in completing the need assessment process they studied in Session 8. (17)

Activities for Part 3 of This Session

12-1. Definitions of "Goal" and "Objective"
(15 minutes)

Read the Preface to R.F. Mager's book, Goal Analysis, to the members of the group. Distribute Worksheet A to the participants to complete individually; then ask the group to identify each statement as to whether it is a goal or an objective. Have the group list the criteria they used in deciding whether a statement was a goal or an objective. Have a member of the group identify the statement on the worksheet which is neither a goal nor an objective and explain how it fails to meet the criteria they have listed. Refer the group also to the definitions of "goal" and "objective" in their Glossaries.

12-2. The Goal Analysis Process
(20 minutes)

Introduce the Goal Analysis Process by referring the group to Handout 8-1, "The Needs Assessment Process." Explain that one of the seven major steps of a needs assessment is the analysis of the goals being addressed by the assessment effort. In analyzing a goal, one is actually identifying a number of "success indicators"

that communicate the meaning of the goal more specifically and less ambiguously. Not only does the goal analysis process help to improve communication, however; it also helps managers and their staffs determine more precisely whether or not they are successfully meeting the goals they value.

Distribute Handout 12-1, "How to Analyze Goals and Write Performance Objectives." Demonstrate the process to the group using the goal, "I want to be a good manager" (Step 1).

Step 2: Jot down: "good planning skills," "organizational ability," "ability to successfully direct others," "effective control," "systematic decision maker," "effective in problem solving."

Ask the group if they would be able to recognize "good planning skills" in any given manager and whether they would be likely to agree as to which person in a group of, say, five people possessed "good planning skills." Ask them whether the meaning of the remaining descriptive phases is clear to them and likely to be understood in the same way by all of them.

Step 1 (repeated): "I want to be a good manager who possesses good planning skills."

Step 2: Jot down: "ability to assess needs," "goal analysis skill," "ability to write performance objectives," etc.

Step 4: Selecting, "goal analysis skill," write: "I want to be able to apply Mager's Goal Analysis Process well enough that my performance descriptions will constitute the base of a performance objective."

Explain that this demonstration was quite limited because it resulted in only one performance description. The complete process would have resulted in a much longer list of performance descriptions which would, together, amount to a specific description of the observable attributes of a good manager.

12-3. Practice of the Goal Analysis Process
(30 minutes)

Have the participants suggest a goal they would like to use to practice the goal analysis process themselves. Guide them through the five steps of the process, recording their progress on the blackboard and occasionally asking the question at Step 5 of the process, "If someone achieved or demonstrated each of these performances, would you be willing to say he has achieved the goal?" Remind the group also to strive for descriptions of observable actions or performances rather than abstractions which are too imprecise in meaning.

12-4. Writing Performance Objectives
(60 minutes)

Have the group look at the list of session objectives they were given at the beginning of the meeting. Referring to Handout 12-1, show how the information provided by the first objective answers the six questions on the handout related to the components of a performance objective. Ask the participants to analyze the contents of the remaining objectives in the same way.

Distribute Worksheet B to the participants and ask them to develop individual performance objectives from one of the performance descriptions that resulted from their goal analysis exercise. After 5 to 10 minutes, have each participant read his objective. Encourage the group members to evaluate the technical quality of each other's objectives.

12-5. How Objectives Are Used in Need Assessment
(15 minutes)

Draw a means-end matrix on the board (see Worksheet B for Session 11). Ask the group which cell of the matrix is filled by the performance objectives they have written. Ask them which cell they would have to fill in in order to complete Step 5 of the Need Assessment Process (Handout 8-1). As a way of reviewing the Need Assessment Process and relating it to goals and performance objectives, ask the group to explain how they would go about "documenting present achievement" (Step 5) once they had developed and agreed upon a performance objective. Tell the group about this three-step process:

(1) Develop a plan for applying the measurement technique specified by your performance objective (includes developing or selecting instruments, identifying people who will administer them, scheduling, administering instruments, tabulating and summarizing the results).
(2) Compare the results with the proficiency criteria specified by your performance objective and compute the difference in actual and desired achievement levels (if any).
(3) If there is a discrepancy, validate the performance objective. If there still is a discrepancy, analyze your present program or present activities by identifying those which could have affected this discrepancy (filling in the "Means-Is" cell of the matrix in doing so).

Worksheet A
for Session 12

Distinguishing Goals and Objectives

DIRECTIONS: In front of each of the following statements, indicate whether you think it is a goal or an objective.

(Caution: One of these statements is neither a goal nor an objective!)

1._____ An understanding and appreciation of one's environment so that one can control and live in harmony with it.

2._____ (Parent to child:) "By the time I get back from the grocery store, your room should be clean enough that I won't find one thing out of place! I plan to make a thorough inspection when I return!"

3._____ Parental involvement, which means the home must support what the child learns in school. Parents must also be committed to work as partners with school personnel and students.

4._____ Beginning in 1975, all high school graduates must be able to read at at least the ninth grade level. Reading ability will be measured by means of the XYZ Test of Reading Achievement; the XYZ score equivalent to ninth grade achievement will be considered minimum proficiency.

5._____ Our goal is to conduct 24 class meetings, each two and a half hours long, between September 15 and April 1.

6._____ After participating in this session's activities, at least 60% of the participants will comprehend ends and means as the two major components of any plan to solve an identified educational problem. Given three sets of statements consisting of activity descriptions and outcome statements, they will be able to correctly distinguish them in all three cases.

7._____ ...Development of self-determination through these processes: 1) self-discovery, 2) understanding the self's values and feelings, 3) use of these values and feelings as criteria for selection of alternatives, and 4) pursuit of self-selected alternative to realize one's fullest potential.

Instructor's Key
Worksheet 12-A

1. Goal
2. Objective
3. Goal
4. Objective
5. Neither
6. Objective
7. Goal

How to Analyze Goals and Write Performance Objectives

Mager's Goal Analysis Process*

1. Write down the goal.
2. Jot down, in words and phrases, the performances that, if achieved, would cause you to agree the goal is achieved.
3. Sort out the jottings. Delete duplications and unwanted items. Repeat Steps One and Two for any remaining abstractions (fuzzies) considered important.
4. Write a complete statement for each performance, describing the nature, quality, or amount you will consider acceptable.
5. Test the statements with the question, "If someone achieved or demonstrated each of these performances, would I be willing to say he has achieved the goal?" When you can answer "yes," the analysis is finished.

Components of a Performance Objective

A performance objective must specify:

1. Who?	The individual or group who will perform the desired behavior.
2. ...will do what?	The behavior to be demonstrated or the product to be developed.
3. ...about what?	The object of the behavior or action. (If you answer "know" in No. 2, what will he know?)
4. When?	The date or period of time after which the behavior is expected to occur.
5. How will you know?	The method to be used in determining whether the described behavior has occurred.
6. What proficiency level?	The minimum performance that will be considered the successful achievement of an objective.

Remember

GOALS AND PERFORMANCE OBJECTIVES MERELY DEFINE ONE'S MINIMUM EXPECTATIONS. They should not be considered to be a description of all the possible outcomes of a program or a series of activities. Considering "the state of the art," not all possible positive results of our efforts can be anticipated in advance, and even if they could be, we could not be able to measure them all with an equal amount of precision. Be careful not to design programs that prevent the accomplishment of results beyond the minimum established by your objectives.

*R.F. Mager, Goal Analysis. Belmont, California: Fearon, 1972, p. 72.

Practice in Writing a Performance Objective

DIRECTIONS:

1. Select one of the performance descriptions the group developed in the previous exercise.
2. Write the performance description at the top of the form.
3. Answer each of the questions below by supplying information you think would be reasonable components for a performance objective.

What performance description did you select?_____

_____

MY PERFORMANCE OBJECTIVE

Exactly who?_____

...should do what?_____

...about what?_____

_____

...after what period of time (or by what date)?_____

I will find out whether this desired performance has occurred by:_____

_____

_____

Exactly how well must the person(s) perform to be considered to have met the objective? (What minimum criteria will I use?)_____

_____

_____

Step 4. Write each of your performance descriptions as complete sentences which specify more clearly the nature and amount of activity you would consider acceptable or satisfactory. (Pretend you're writing instructions to some other person who will be responsible for identifying the people who meet your goal while you are away on a trip.)

Step 5. Now, take a close look at your list of sentences. If a person were to do or say or in some way indicate that he had done or said these things, would you say he had met your goal?

____Yes (You're finished with the Goal Analysis)

____No (You still haven't finished; you can either retrace your steps so you can answer "yes", or you can stop here, promising yourself you'll "do better next time.")

2. WRITE A COMPLETE PERFORMANCE OBJECTIVE

Step 1. Write the second performance description from your list here:_____

_____

_____

_____

_____

Step 2. Identify the components of an objective that you've already established by filling in the parts of your sentence which answer each of these questions:

a. Whose performance are you concerned about? (Check: Would someone else be able to accurately point out the "performer(s)" from what you've written?)_____

_____

b. What specific action are you looking for from the performer (s)? (Hint: What's the verb in your statement?)_____

c. To what should this desired action apply? (Hint for the grammarian: What's the object of the verb in your statement?)_____

_____

d. When or after what period of time do you expect this action to occur? (Name the earliest possible time or the shortest period of time you think is reasonable.)_____

_____

e. Now, how would you go about finding out whether or not all these things have occurred? (What would you do if your boss asked you to prove that this desired event has really occurred? Handout 8-2 might give you some ideas.)_____

_____

_____

f. How well must the performer perform under part e. in order for you to say he has met your objective? (What would you consider minimally acceptable performance?)_____

_____

_____

Step 3. Now mark the questions above in some way to show which ones could not be answered from the information in your initial performance description.

Step 4. Fill in the answers to the questions you marked in Step 4. Try to think of reasonable and practical answers, things you'd be willing to include in the objective if you were really to be held accountable for meeting that objective.

Management Study Group

Name:_____

Date:_____

1. ANALYZE A GOAL OF YOUR OWN CHOICE

Step 1. Select a goal that you think is important to you and your staff. Be sure to state it in such a way that it describes an outcome without implying or saying how that outcome could be achieved.

First attempt:_____

_____

Last attempt:_____

_____

Step 2. Make an initial list of the things a person would do or say that would show that he had accomplished the goal.

Step 3. Sort the items on your initial list. Cross out the ones which, on second thought, are not really pertinent or not very important; cross out duplications; circle the items which are still more like goals than observable actions; mark with a check (✓) the ones you think are descriptive of observable performances. Write those items you have circled as still "fuzzy" in the space below and repeat Step 2 for each of these goals. Sort and evaluate your lists until you have only observable performances on your list.

Educational Management Project
E.S.E.A. Title III
Tucson Public Schools

Management Study Group

Session 12 Posttest

Name: _____

Date: _____

ANSWER EITHER ONE OF THE FOLLOWING QUESTIONS. YOU NEED NOT RESPOND TO BOTH UNLESS YOU WISH TO.

1. Explain the role of performance objectives in a need assessment. (In other words, at what stage in the need assessment process are performance objectives developed and how do they help you complete the remaining stages of a need assessment?)

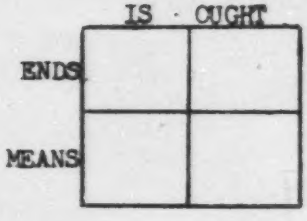
Session 12 Posttest

Name:_____

Date:_____

2. a. In analyzing and evaluating any given program using the means-end matrix, what aspect of the program do the program's performance objectives represent?

b. In order to determine whether any program needs exist, which other cell of the matrix would you need to fill in? What kind of information would you look for in order to fill in this cell of the matrix?



(The Ends-Means Matrix)

Session 12 Posttest

NAME: _____

DATE: _____

3. ANALYZE A GOAL OF YOUR OWN CHOICE

Step 1. Select a goal that you think is important to you and your staff. Be sure to state it in such a way that it describes an outcome without implying or saying how that outcome could be achieved.

First attempt: _____

_____

Last attempt: _____

_____

Step 2. Make an initial list of the things a person would do or say that would show that he had accomplished the goal.

Step 3. Sort the items on your initial list. Cross out the ones which, on second thought, are not really pertinent or not very important; cross out duplications; circle the items which are still more like goals than observable actions; mark with a check (✓) the ones you think are descriptive of observable performances. Write those items you have circled as still "fuzzy" in the space below and repeat Step 2 for each of these goals. Sort and evaluate your lists until you have only observable performances on your list.

Session 12 Posttest

NAME: _____

DATE: _____

Step 4. Write each of your performance descriptions as complete sentences which specify more clearly the nature and amount of activity you would consider acceptable or satisfactory. (Pretend you're writing instructions to some other person who will be responsible for identifying the people who meet your goal while you are away on a trip.)

Step 5. Now take a close look at your list of sentences. If a person were to do or say or in some way indicate that he had done or said these things, would you say he had met your goal?

____Yes (You're finished with the Goal Analysis)

____No (You still haven't finished; you can either retrace your steps so you can answer "yes", or you can stop here, promising yourself you'll "do better next time.")

2. WRITE A COMPLETE PERFORMANCE OBJECTIVE

Step 1. Write the second performance description from your list here:

_____

_____

_____

_____

Step 2. Identify the components of an objective that you've already established by filling in the parts of your sentence which answer each of these questions:

a. Whose performance are you concerned about? (Check: Would someone else be able to accurately point out the "performer(s)" from what you've written?)_____

_____

b. What specific action are you looking for from the performer (s)? (Hint: What's the verb in your statement?)_____

c. To what should this desired action apply? (Hint for the grammarian: What's the object of the verb in your statement?)_____

_____

d. When or after what period of time do you expect this action to occur? (Name the earliest possible time or the shortest period of time you think is reasonable.)_____

_____

e. Now, how would you go about finding out whether or not all these things have occurred? (What would you do if your boss asked you to prove that this desired event has really occurred? Handout 8-2 might give you some ideas.)_____

_____

_____

f. How well must the performer perform under part e. in order for you to say he has met your objective? (What would you consider minimally acceptable performance?)_____

_____

_____

Step 3. Now mark the questions above in some way to show which ones could not be answered from the information in your initial performance description.

Step 4. Fill in the answers to the questions you marked in Step 4. Try to think of reasonable and practical answers, things you'd be willing to include in the objective if you were really to be held accountable for meeting that objective.

1. Performance objectives are the result of the stage of the need assessment process referred to as "analyzing goals" (Step 4). The performance objectives constitute the "what ought to be" dimension of a need. After objectives are written, needs can be identified by measuring actual achievement and comparing it with the achievement level specified by the objectives.

2. a. Performance objectives represent the Ends-Ought dimension when using the Means-End matrix to analyze programs.

   b. In order to determine whether any needs exist, the Ends-Is sector of the matrix must be filled in by collecting data about actual achievement in relation to the objectives.

3. Step 1: Last attempt should be a noun phrase including an adjective in order to facilitate the remaining steps.

   Steps 2 and 3: There should be some evidence that the initial list has been evaluated as directed and that the remaining "fuzzies" have been further specified.

   Step 4: All performance descriptions should be stated in measurable or observable terms and should specify, if applicable, how often or how well the desired behavior should be exhibited. Proportions of target population should be specified so it is not implied that 100% of the target group are expected to show every behavior.

   Step 5: Preferred response, of course, is "yes."

4. Step 1: (To be taken from the list developed at Step 4 in Item 3)

   Steps 2, 3, 4: Evaluate quality of objective in terms of whether it is logically derivative of the initial goal, a reasonable expectation, a measurable expectation and is best measured by the means specified.